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The Effect of Memorizing the Qur'an on Students' Learning Outcomes and Mathematics Learning Discipline in Grade Xi of Madrasah Tarbiyah Islamiyah (MTI) Canduang

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Abstract

This study is driven by the low mathematics achievement of Grade XI students at Madrasah Tarbiyah Islamiyah (MTI) Canduang in the midterm examination. Preliminary observations indicated that students showed greater engagement with religious subjects than with general subjects, which may influence their mathematics learning outcomes. Differences in mathematics achievement were also observed between students with strong and weak Qur'an memorization abilities, while some students demonstrated relatively low learning discipline. This study aims to examine the effect of Qur'an memorization on mathematics learning outcomes and mathematics learning discipline among Grade XI students at MTI Canduang. A quantitative approach with a correlational research design was employed. The population consisted of all Grade XI students at MTI Canduang, comprising six classes with a total of 168 students. A sample of 34 students was selected through random sampling after normality and homogeneity of variance tests were conducted on the population. Data were collected through documentation of Qur'an memorization scores, mathematics achievement tests, and questionnaires measuring students' mathematics learning discipline. The data were analyzed using simple linear

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regression. The findings show that Qur'an memorization had a positive effect on students' mathematics learning outcomes, as indicated by the regression equation Y_1 = 7.765 + 0.900X, a correlation coefficient of 0.646, which reflects a strong positive relationship, and a coefficient of determination of 41.70%. The significance test showed that tcount > ttable, namely 4.784 > 2.037. Furthermore, Qur'an memorization had a significant effect on students' mathematics learning discipline, as indicated by the regression equation Y_2 = -49.184 + 2.305X, a correlation coefficient of 0.826, which reflects a very strong positive relationship, and a coefficient of determination of 68.2%. The significance test also showed that tcount > ttable, namely 8.278 > 2.037. This study concludes that Qur'an memorization significantly contributes to improving mathematics learning outcomes and mathematics learning discipline among Grade XI students at MTI Canduang. These findings provide theoretical implications for understanding the relationship between religious learning practices and academic behavior, as well as practical implications for integrating discipline-building strategies in mathematics learning within Islamic educational contexts.

Keywords: Qur'an Memorization; Mathematics Learning Outcomes; Mathematics Learning Discipline; Islamic Education; Correlational Study

INTRODUCTION

Learning outcomes serve as an essential measure for evaluating the effectiveness of the educational process in schools (Ulfah et al., 2021). Learning outcomes reflect students' proficiency in the content they have acquired, including understanding, abilities, and perspectives. In mathematics, the primary focus is on learning outcomes since the subject requires logical, analytical, systematic, and problem-solving abilities (Jannah et al., 2024). Nonetheless, numerous students continue to have difficulty grasping mathematical concepts, leading to unsatisfactory learning results. Various internal and external factors can affect the poor mathematics learning outcomes of students.

A key internal factor influencing learning results is the discipline of learning. Learning discipline refers to a student's commitment to following learning guidelines, managing study time effectively, and taking responsibility for completing academic assignments (Kasingku & Lotulung, 2024). Students who exhibit strong learning discipline are usually more structured in their studies, manage their time efficiently, engage actively in learning activities, and reliably complete their assignments. On the contrary, students who

exhibit low learning discipline often struggle with concentration, frequently delay completing assignments, and show little accountability for their academic responsibilities, leading to unsatisfactory learning results. Nabillah & Abadi, (2019) state that student learning success is strongly associated with learning discipline as it promotes consistent and focused study habits.

Within Islamic education, a practice thought to cultivate discipline and improve students' mental skills is Quran memorization. Memorizing the Quran is an intellectual process that entails consistently committing information to memory for retrieval when necessary. This task demands strong focus, determination, consistent practice, and effective time management. In theory, memorizing the Quran can enhance the brain's capacity to retain and analyze information, which in turn aids in boosting students' memory, attention, and concentration. Ginanjar, (2017) mentioned that Quran memorization positively influences brain function by consistently exercising the working memory. Hidayatusahiro & Baqi, (2022) further indicated that memorizing verses from the Koran can enhance the brain's capacity for information processing and boost cognitive abilities.

Memorizing the Quran not only influences cognitive skills but also helps cultivate discipline among students (Bali & Aisyah, 2023). The process of memorization demands regular and steady study habits, along with the obligation to uphold memorization to avoid losing information. Such habits indirectly cultivate discipline among students. A student's capacity to effectively manage time and sustain regular memorization enhances their learning discipline. The discipline developed by memorizing the Quran can enhance learning results, especially in mathematics, which demands ongoing practice, focus, and accuracy (Ikhwanuddin, 2024). Thus, in theory, a connection exists between Quran memorization, learning discipline, and the mathematics learning outcomes of students. Studying the Quran can enhance students' focus and recall, promoting a disciplined approach to learning, which consequently aids in better outcomes in mathematics (Rahmawati & Granita, 2025).

This connection is supported by several earlier studies. A study conducted by Marwansyah & Hidayat, (2019) indicated that extracurricular memorization of Juz' 30 relates to student learning engagement. The study by Fatmi et al., (2022) also determined that memorizing the Quran has a beneficial effect on students' comprehension of mathematical concepts. Moreover, a study conducted by Nurhayati et al., (2023) showed

that memorizing the Qur'an affects students' mathematical skills as it enhances concentration and memory. Luthfiandari, (2025) also discovered a connection between Qur'an memorization and students' success in learning mathematics. Furthermore, a study conducted by Cahyani et al., (2025) indicated that regular learning habits enhance students' discipline and mathematics performance. Zukli et al., (2023) also indicated that the discipline of learning affects students' achievements in mathematics.

Nonetheless, studies investigating the impact of Quran memorization on learning results and the discipline of mathematics learning remain somewhat restricted. The majority of earlier research has concentrated on how Quran memorization affects the development of religious character or overall academic performance. Studies directly connecting Quran memorization with mathematics learning results and students' discipline in mathematics are still uncommon. Consequently, this research is essential for enhancing the examination of how religious activities contribute to student achievement, especially in mathematics.

Observations made by researchers on January 21, 2025, at Madrasah Tarbiyah Islamiyah (MTI) Canduang indicated that students' performance in mathematics was comparatively weak. This was clear in the high count of students who did not fulfill the Learning Objective Achievement Criteria (KKTP) on the mathematics midterm assessment. Additionally, discussions with the 11th-grade math instructor indicated that the time designated for math instruction at the school was merely two hours weekly, with each session spanning 30 minutes. This duration is less than the typical mathematics learning standard, meaning students have limited time to grasp the content thoroughly.

Additionally, according to the researchers' findings, disparities exist in learning discipline and academic results between students who excel in Quran memorization and those with weaker memorization abilities. Students who excel at memorization generally engage more in their learning, focus on teacher presentations, perform assignments effectively, and assume a higher level of responsibility in the educational experience. On the other hand, certain students seem to be less engaged and focused when learning. This scenario indicates a potential link between the capacity to memorize the Quran and students' discipline in learning and their achievements in mathematics.

Data from the midterm math exam results of grade XI students at MTI Canduang for the 2024/2025 academic year indicates that the percentage of students who have not

passed the test remains relatively high in several classes. This suggests that the mathematics learning results of students still require enhancement.

Table 1. Odd Semester Midterm Mathematics Exam Results for Grade XI Students of Madrasah Tarbiyah Islamiyah (MTI) Canduang for the 2024-2025 Academic Year

Class	Number of Students	Amount			Percentage	
		KKTP	Complete	Not Completed	Complete	Not Completed
XI.1	31	75	4	27	12,90%	87,10%
XI.2	29	75	16	13	55,17%	44,83%
XI.3	29	75	9	20	31,03%	68,97%
XI.4	32	75	3	29	9,38%	90,62%
XI.5	20	75	13	7	65%	35%
XI.6	28	75	11	17	39,29%	60,71%

Source: Grade XI Mathematics Teacher at MTI Canduang

According to Table 1, the findings from the 11th-grade midterm math exam indicate that the majority of students have not reached the necessary minimum grade point average (KKTP). This scenario highlights the necessity for initiatives to enhance students' mathematics performance, which involves reinforcing learning discipline and promoting beneficial activities like Quran memorization. This study is significant as it can shed light on how Quran memorization affects students' academic performance and discipline in mathematics. This study aims to contribute to the existing research on the connection between religious engagement and students' academic achievement. The findings of this study are anticipated to guide schools in creating Quran memorization programs to enhance student discipline and academic performance, especially in mathematics.

Additionally, a study by Nurhayati et al., (2023) showed that memorizing the Quran influences students' math skills. Memorizing the Quran can enhance focus, recall, and determination, which aids students in grasping mathematical ideas. Likewise, a study by Hikmah et al., (2024) showed a link between memorizing the Quran and students' success in mathematics. A student's proficiency in memorizing the Quran correlates positively with their success in mathematics. Falochi et al., (2023) revealed that students' study habits and attitudes affect mathematics learning results.

This study is significant as it offers a perspective on how Quran memorization enhances students' performance and discipline in mathematics. Additionally, the findings

are anticipated to provide guidance for schools in creating Quran memorization initiatives aimed at promoting disciplined character and enhancing student academic performance. This research aims to contribute to the existing literature on the connection between religious education and student achievement, especially in mathematics. In practice, this study can help teachers, schools, and parents in promoting student discipline and motivation via religious activities.

This study has several limitations, such as only involving eleventh-grade students from Madrasah Tarbiyah Islamiyah (MTI) Canduang with a small sample size, so the findings cannot be applied widely. In addition, this study only examined the effect of Al-Qur'an memorization on students' academic achievement and their discipline in mathematics, ignoring other variables that may also influence these areas, including learning motivation, family background, teaching methods, and students' initial skills. This study was conducted with the aim of identifying and testing the effect of Al-Qur'an memorization on the learning outcomes and discipline in mathematics learning of eleventh-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang.

METHODS

This research employed a quantitative method using a correlational framework. Correlational research seeks to identify the connection and effect between independent variables and dependent variables. In this study, the independent variable was Quran memorization (X), whereas the dependent variables included mathematics learning outcomes (Y_1) and mathematics learning discipline (Y_2). The research was carried out at Madrasah Tarbiyah Islamiyah (MTI) Canduang during the 2024/2025 academic year. The research sample included all 168 students in the eleventh grade, divided into six classes. Sampling was performed using a random sampling method, choosing 20% of the population, which resulted in 34 students for the study sample.

Before selecting samples, a prerequisite test on the population was performed, which included assessments for normality, homogeneity, and mean equality using the midterm math exam scores of students. Normality assessment was conducted via the Liliefors test and corroborated by the Shapiro-Wilk test using SPSS. The test findings showed that all classes followed a normal distribution with a significance value greater than 0.05. Subsequently, a homogeneity assessment was performed through the Bartlett test,

resulting in a significance. 0.816 > 0.05, suggests that the population was uniform. A one-way ANOVA test for mean equality revealed a significant result. 0.618 is greater than 0.05, suggesting that the population possessed an identical mean. This study utilized documentation, assessments, and surveys as data collection methods. Data on Quran memorization were collected by recording students' memorization scores from their instructors. Assessments of Quran memorization encompass elements of tajweed (recitation), overall memorization, and conduct. Data on mathematics learning outcomes were gathered via a learning outcome assessment created according to indicators for grade XI mathematics content during the even semester. Simultaneously, data on mathematics learning discipline were collected using a Likert-scale questionnaire displaying indicators for time discipline and action discipline.

The instrument for testing mathematics learning outcomes was initially assessed for validity, reliability, difficulty level, and discriminatory capability. Testing for validity through the Product Moment correlation indicated that every test item was valid, as r_{count} exceeded r_{tabel}. Reliability assessment conducted with the Cronbach's Alpha formula produced a reliability coefficient of 0.592, placing the instrument in the moderately reliable category. The analysis of difficulty levels indicated that all questions fell within the moderate range, while their discriminatory power ranged from fair to very good. The learning discipline questionnaire's validity and reliability were assessed through Product Moment correlation and Cronbach's Alpha via SPSS. The survey was created using a Likert scale featuring five response options: always, often, sometimes, rarely, and never.

Data analysis methods were performed using prerequisite assessments and hypothesis testing. The initial tests involved assessments of normality and linearity. Hypothesis testing employed Pearson Product Moment correlation analysis to assess the connection between Quran memorization and mathematics learning results as well as mathematics learning discipline. The impact of the independent variables on the dependent variable was evaluated through the coefficient of determination. Additionally, a straightforward linear regression analysis was performed to assess the impact of Quran memorization on mathematics learning results and students' discipline in mathematics learning. All data analysis was performed manually and verified using SPSS software with a significance threshold of 0.05.

RESULTS

1. Description of Quran Memorization Data

Data on Quran memorization was gathered from the documentation of the memorization outcomes of 34 students, provided by the 11th-grade tahfidz instructors at Madrasah Tarbiyah Islamiyah (MTI) Canduang, in the form of Final Exam scores for the Even Semester of the 2024/2025 Academic Year. This text provides an overview of the Quran memorization information.

Table 2 Frequency Distribution of Quran Memorization

Number	Value	Criteria	Frequency	Precentage
1	96-100	Mumtazh	0	0%
2	91-95	Jayyid Jiddan	0	0%
3	86-90	Jayyid	9	26,47%
4	81-85	Ahsan	9	26,47%
5	≤ 80	Maqbul	16	47,06%
Amount			34	100%

In conclusion, the Quran memorization standards for eleventh-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang are mainly in the maqbul category, with 16 out of 34 students (47.06%) meeting the necessary memorization criteria. According to the assessment criteria, the memorization ability of eleventh-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang is categorized as maqbul (acceptable).

2. Description of Mathematics Learning Outcome Data

Data regarding mathematics learning outcomes were collected from an essay-type examination. The assessment was undertaken by eleventh-graders at Madrasah Tarbiyah Islamiyah (MTI) Canduang during the 2024/2025 school year. The scores for learning outcomes varied between 0 and 100. The scores achieved by every student were afterwards recorded in a distribution list.

Table 3 Frequency Distribution of Mathematics Learning Outcomes

Category	KKTP	Frequency	Precentage (%)
Complete	75	25	73,53%
Not Complete	75	9	26,47%
Amount		34	100%

According to table 3, the frequency distribution of mathematics learning outcomes indicates that 25 students (73.53%) achieved mathematics learning outcomes in the complete category. At the same time, 9 students (26.47%) fell into the incomplete category for mathematics learning outcomes.

3. Description of Mathematics Learning Discipline Data

Information regarding the discipline of mathematics learning was collected through a questionnaire given to 34 11th-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang. The survey employed a Likert scale featuring affirmative and negative assertions. Distribution of Mathematics Learning Outcomes by Frequency For additional details, refer to the table below :

Table 4 Categories of Mathematics Learning Discipline Results

Student Score Value	Category	Number of Students	Precentage
X<114	Very Low	7	20,59%
114<X<130	Low	8	23,53%
130<X<146	Medium	7	20,59%
146<X<162	High	10	29,41%
X>162	Very High	2	5,88%

Table 4 illustrates the results of mathematics learning discipline, revealing that 20.59% of students are classified in the very low category, 23.53% in the low category, 20.59% in the moderate category, 29.41% in the high category, and 5.88% in the very high category. These findings show that the highest degree of mathematics learning discipline among eleventh graders at Madrasah Tarbiyah Islamiyah (MTI) Canduang is classified as high.

Subsequently, a linearity assessment was performed. The aim of the linearity test was to assess if a linear relationship exists between the dependent variable (Y) and the independent variable (X). Upon conducting the linearity test with SPSS, the data regarding Quran memorization scores and students' math learning outcomes revealed a linear trend, with a significance level of 0.346 > 0.05. The information regarding Quran memorization scores and the discipline of students in mathematics learning revealed a linear trend with a significance level of 0.306 > 0.05.

4. Simple Linear Regression Equation

A basic linear regression formula seeks to estimate the independent variable's value affected by the dependent variable. According to the regression equation analysis, the equation for the Quran memorization variable (X) affecting the mathematics learning outcome variable (Y1) is expressed as Y1 = 7.765 + 0.900X. If the score for Quran memorization (X) equals 0, then the expected mathematics learning outcome score (Y1) is 7.765. This indicates that each 1-unit rise in Quran memorization will boost mathematics learning results by 0.900 points. In other terms, Quran memorization has a beneficial impact on mathematics learning results.

The equation of regression for the variable of Quran memorization (X) regarding the mathematics learning discipline variable (Y2) can be expressed as Y2 = -49.184 + 2.305X or alternatively Y2 = 2.305X -49.184. If the value of Al-Qur'an memorization (X) is 0, then the predicted value of discipline in studying mathematics (Y2) is -49.184. This indicates that for every 1 unit rise in Al-Qur'an memorization, mathematics learning outcomes will improve by 2,305 points. In other terms, memorizing the Al-Qur'an has a beneficial effect on discipline in learning mathematics. The results indicate that Al-Qur'an memorization (X) affects the mathematics learning outcomes (Y1) and the mathematics learning discipline (Y2) of class XI students at Madrasah Tarbiyah Islamiyah (MTI) Canduang. This indicates that improved memorization of the Al-Qur'an by students correlates with enhanced learning outcomes and greater discipline in mathematics.

DISCUSSION

The findings of the study show that memorizing the Qur'an positively and significantly affects the mathematics learning achievements of 11th-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang. From the findings of a straightforward linear regression analysis, the regression equation Y1 = 7.765 + 0.900X was derived, with a correlation coefficient of 0.646, placing it in the strong category. Additionally, the calculated t-value (t = 4.784) exceeded the t-table value (t-table = 2.037), suggesting that memorizing the Qur'an had a significant impact on students' mathematics learning results. The 41.70% coefficient of determination shows that memorizing the Qur'an accounted for 41.70% of the mathematics learning outcomes, with the rest being affected by additional factors not included in the research.

The results of this research suggest that a student's proficiency in memorizing the Qur'an correlates positively with their achievements in mathematics. Constantly memorizing the Quran can enhance students' focus, precision, recall, and structured thinking abilities (Khodroh & Malasari, 2025). This situation aids students in grasping mathematical ideas that require logical reasoning, concentration, and determination in tackling problems. This aligns with the view of (Wachidah & Habibie, 2021), who stated that Quran memorization is a blessing that enhances memory and cognitive intelligence. Individuals who commit the Quran to memory often display greater attention to detail and grasp lessons more rapidly due to their constant practice of recalling, memorizing, and reciting verses from the Quran. Additionally, Mohtarom & Qomariyah, (2016) indicated that Quran memorization can enhance brain performance, consequently boosting cognitive functions and information processing skills.

The findings of this research are relevant to multiple earlier studies that demonstrate a positive correlation between memorizing the Koran and academic success in students. A study by Ilmiyah et al., (2025) discovered that memorizing the Quran had a major impact on students' academic performance. Additional studies indicate that students with a habit of memorizing the Quran generally exhibit improved concentration and academic skills compared to those not engaged in tahfidz activities. Nonetheless, the majority of earlier research has concentrated primarily on the impact of Quran memorization on overall academic performance or on subjects related to Islamic Religious Education. Studies focusing on the impact of Quran memorization on mathematics learning results are still quite scarce, especially at the Madrasah Aliyah level. Consequently, this research aids in broadening the examination of the connection between tahfidz programs and students' mathematical academic skills.

Besides its effect on mathematics learning results, this research reveals that Quran memorization positively and significantly influences students' discipline in mathematics. The analysis produced a regression equation of Y2 = -49.184 + 2.305X, showing a correlation coefficient of 0.826, classified as very strong. The calculated t value (t = 8.278) exceeds the t value (t = 2.037), so it can be inferred that Quran memorization significantly impacts students' discipline in studying mathematics. The 68.2% coefficient of determination shows that memorizing the Quran significantly contributes to students' discipline in mathematics learning.

This discovery indicates that memorizing the Quran may promote discipline among students. Memorizing the Quran demands consistency, dedication, effective time management, and a sense of responsibility in consistently completing memorization efforts (Tirtana & Shofiyyah, 2026). This practice indirectly establishes a framework of disciplined conduct in studying, particularly in mathematics. Students who regularly achieve memorization goals are usually more organized in finishing assignments, arrive punctually, and show enhanced accountability for their education (Putri & Efferi, 2025). Hence, memorizing the Quran influences not only spiritual dimensions but also molds the learning character of students.

The findings of this research are consistent with those of Syamsi et al., (2023), who determined that memorizing the Quran greatly impacts students' learning discipline. Nevertheless, past studies typically regard learning discipline as a complementary factor in religious studies or overall academic success. This research offers a revision by focusing on mathematics learning discipline as the dependent variable, thus giving a clearer understanding of how tahfidz activities impact students' behaviors in mathematics learning.

The findings of this research suggest that the Quran memorization program may serve as an effective strategy to enhance both the academic performance and discipline of students in educational institutions. Educators and madrasas can combine Quran memorization tasks with academic studies to foster a more constructive learning environment. Moreover, the findings of this research can serve as a factor for schools in creating Quran-centered character education programs to enhance student academic performance and discipline, especially in mathematics. This research similarly creates possibilities for future scholars to evaluate additional factors that could be affected by Quran memorization, including problem-solving abilities, motivation to learn, or critical thinking skills among students.

The limitations of this study are based on its scope, being conducted solely with eleventh-grade students at Madrasah Tarbiyah Islamiyah (MTI) Canduang and involving a fairly small sample size. As a result, the findings cannot be generalized to a larger population. Additionally, this research concentrated exclusively on the impact of Quran memorization on students' academic performance and discipline in mathematics, overlooking other factors that might affect these elements, including learning motivation, family background, teaching methodologies, students' existing abilities, and different social

and psychological impacts. This research also employed quantitative approaches, suggesting that the data gathered cannot offer a thorough analysis of students' methods and experiences in memorizing the Koran or its connection to learning mathematics. Consequently, additional studies are anticipated to encompass a broader sample, incorporate other pertinent variables, and utilize mixed-method or qualitative research approaches to generate more thorough research results.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that memorizing the Qur'an has a significant influence on the mathematics learning outcomes and the discipline of learning mathematics of class XI students of Madrasah Tarbiyah Islamiyah (MTI) Canduang. The higher the students' ability to memorize the Qur'an, the higher the mathematics learning outcomes and discipline of learning mathematics that students have. Thus, memorizing the Qur'an not only plays a role in improving the spiritual aspect, but also makes a positive contribution to academic abilities and the formation of students' learning discipline character in mathematics learning. Future research should consider employing a mixed methods or qualitative approach to better understand the Quran memorization process and its effects on students' learning behaviors. Additionally, studies could be broadened by exploring the effects of Quran memorization on various factors, including critical thinking abilities, mathematical problem-solving skills, and the religious character of students.

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